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ABSTRACT

This section of the guide is designed for use in the self-evaluation of an agency's operations in relation to producing reading materials in large print, recordings and braille. It is divided into five parts: (1) general policies which apply to production in all media, (2) large print materials, (3) recorded materials, (4) tactile materials and (5) programming for improvement. The relationship of this section to the "Library Services" section should be carefully noted. Many agencies both produce reading materials and provide a library service for the circulation and storage of materials they produce and obtain from other sources. (Other sections of this guide are available as LI 003342 through LI 003349 and LI 003351). (Author/NH)

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ED057840

SELF-STUDY AND EVALUATION GUIDE
1970 Supplement to 1968 Edition

Production of Reading Materials

NATIONAL ACCREDITATION COUNCIL
For Agencies Serving the Blind and Visually Handicapped
79 Madison Ave.
New York, N.Y. 10016

LI 003 350

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INSTRUCTIONS

Two steps should precede the use of this Section:

1. *Section A, Manual of Procedures,* should be read for an understanding of the overall framework and governing principles of the self-study and accreditation process.

2. *Section B, Agency and Community Profile,* should be reviewed, since it embraces the statement of the agency's philosophy of service and program objectives, an indispensable base for evaluation of its work.

* * * *

This Section is designed to convey an accurate description of the agency's performance in a particular subject area. Three elements are employed to achieve this: a coded *Standards Checklist,* coded *Evaluation Ratings,* and *Comments.* Each is explained below.

Coding the Standards Checklist. Each standard describes a provision, condition or characteristic found in an acceptable agency; checking off, through the appropriate notation, whether and to what extent agency practice conforms to the standard provides a factual base for the succeeding evaluation.

In the parentheses ( ) preceding the standard, insert a symbol according to the following code.

✔✔—The standard is fully met.

✔—The standard is partly met.

O—The standard, although needed and desirable, is not met, or is met to such a limited extent as to be virtually inoperative.

?—The applicability of the standard to the agency is questioned.

X—The standard is clearly inapplicable to the agency.

Coding the Evaluation Ratings. Each evaluation question poses a criterion for judgment. Careful discrimination should be exercised in arriving at such judgment, bearing in mind that standards are not aimed at perfection but are keyed to realistic, attainable levels of performance. While the ratings embrace such concepts as *excellent, well, satisfactory, poor,* etc., which cannot be specifically defined, a valid judgment can be formulated if the evaluator balances a) the requirements postulated by the standard, b) the agency's stated philosophy of service and program objectives and its community relationships, and c) the practical knowledge derived from the evaluator's own professional experience.

In the brackets [ ] preceding the evaluation question insert the code letter that best describes the agency's performance:

E—Excellent. The agency meets the criterion to the *fullest* extent and functions *excellently* in regard to it

VG—Very good. The agency meets the criterion to the *fullest* extent and functions *well* in regard to it; or it meets the criterion to a *satisfactory* extent (i.e., not full coverage) and functions *excellently* in regard to it

G—Good. The agency meets the criterion to a *satisfactory* extent and functions well in regard to it

F—Fair. The agency meets the criterion to a *satisfactory* extent (i.e., not full coverage) but functions *poorly* in regard to it; or it meets the criterion to a *limited* extent but functions *satisfactorily* in regard to it.

P—Poor. The agency meets the criterion only to a *limited* extent and functions *poorly* in regard to it or it makes *no provision* for meeting a needed criterion

M—Missing. The element identified in the question is missing, but the agency's need for it is open to question.

NA—Not Applicable. The element identified in the question does not apply to the agency.

Comments. Just as not all of the standards necessarily apply to all agencies, not all of every agency's activities are necessarily covered by the standards. The space provided under *Comments* should be used to note any important feature or characteristic of the agency's activity relating to the subject but not included in the standard. Such notation may be supplemented, if necessary, by supporting data attached to the end of the Section, or by cross-reference to other Sections. Addenda and cross-references should be accurately identified by notation of the Section and standard to which they pertain. (For example, material attached to the end of a Section might be marked "Supporting Data Section D-4, 2.1"; a cross-reference might be noted as "See Section C-1, 2.3.3".)

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This is a supplement to the *SELF-STUDY AND EVALUATION GUIDE* published by the National Accreditation Council in 1968.* It was completed in 1970 and is designed to be used with the other sections of the *GUIDE*. All the sections of the *GUIDE* are listed below.

The *GUIDE* is available either in a complete, bound edition or in separate sections from the National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, 79 Madison Avenue, New York, NY 10016.

SELF-STUDY AND EVALUATION GUIDE

Section	Title
A	Manual of Procedures
B	Agency and Community Profile
C-1	Agency Function and Structure
C-2	Financial Accounting and Service Reporting
C-3	Personnel Administration and Volunteer Service
C-4	Physical Facilities
C-5	Public Relations and Fund-Raising
D-1	Library Services
D-2	Orientation and Mobility Services
D-3	Rehabilitation Centers
D-4	Sheltered Workshops
D-5	Social Services
D-6	Vocational Services
D-7	Production of Reading Materials
E	Individual Staff Member Information Form
F	Evaluation Summary and Report

*Special guides are available for agencies providing *only* sheltered workshop services (*SELF-STUDY AND EVALUATION GUIDE FOR SHELTERED WORKSHOPS*) and for residential schools (*SELF-STUDY AND EVALUATION GUIDE FOR RESIDENTIAL SCHOOLS*).

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D-7

PRODUCTION OF READING MATERIALS

Instructions

This document is a supplement to the Council's general self-study instrument, *SELF-STUDY AND EVALUATION GUIDE*, which should be used by agencies undertaking self-evaluations as part of their application for accreditation. For general guidelines on organizing and conducting the self-study process, see Section A, "Manual of Instructions" of the *GUIDE*.

Briefly, an agency undertaking a self-study of its operations will need the first seven sections of the *GUIDE*, plus all the "D" sections pertaining to the services provided by the agency. An "E" form providing information about each of the agency's administrative and professional staff is also needed, plus section "F" which calls for an overall summary of the agency's plans for improvements.

This Section D-7 of the *GUIDE* is designed for use in the self-evaluation of an agency's operations in relation to producing reading materials in large print, recordings and braille. It is divided into four parts: (1) general policies which apply to production in all media; (2) large print materials; (3) recorded materials; and (4) tactile materials.[1]

The relationship of Section D-7, to Section D-1, "Library Services" should be carefully noted. Many agencies both produce reading materials and provide a library service for the circulation and storage of materials they produce and obtain from other sources. Such agencies for the blind should complete parts 5 through 8 of Section D-1 making appropriate adaptations to describe fully and correctly the functions the agency library is designed to perform. A state or regional library for the blind and physically handicapped, if engaged in production of reading materials, should complete parts 2, 6, 7 and 8 of Section D-1, as well as this one, D-7.

If an agency or school utilizes volunteers in the production of reading materials, it should review and evaluate its volunteer service using Part 4 of Section C-3, "Personnel Administration and Volunteer Service" of the *GUIDE*.

A residential school for the blind which engages in production of textbooks and other educational materials for multiple distribution should utilize this Section D-7 in conjunction with Section F, "Instructional Materials Services" of the Council's *SELF-STUDY AND EVALUATION GUIDE FOR RESIDENTIAL SCHOOLS*. The school will, of course, also use all other sections of the latter *GUIDE* that may be appropriate to its other operations.

[1] Actually there are five parts. The one omitted above is: (5) programming for improvement.

Part 1

GENERAL POLICIES

The following statements of general policies are to be considered integral parts of the standards for production in all three forms, large print, recorded and tactile (braille). In some cases, such as proofreading and monitoring, the general policies which should be observed are enumerated here and in each of the three parts on production standards. This is necessary because of differences in application among the different media.

1.1 SELECTION OF MATERIALS FOR TRANSCRIBING AND REPRODUCTION. Blind and visually handicapped readers have an inalienable right to have access to reading materials available to the general public. Agencies which produce reading materials for the blind and visually handicapped also have the right and obligation to determine and state their philosophy and purposes in terms of the kinds of materials they produce.[1]

( ) 1.1.1 Title selection procedures facilitate the right of blind and visually handicapped readers to have access to printed materials equal to that afforded the general public.

( ) 1.1.2 Within the scope of its stated functions and purposes, the agency does not exercise censorship by declining to produce particular works, or by abridging, deleting or editing materials in any way to "protect" users from objectionable materials or improper language.

1.2 COPYRIGHTS AND PERMISSIONS. In view of the fact that publishers are generally unable or unwilling to undertake to supply copies of their works in large print, recorded and tactile forms, it would appear that transcription and production of a single copy by a non-profit agency, governmental service or volunteer group comes within the doctrine of "fair use" in the present copyright law. This doctrine of "fair use" is interpreted to mean that permission from the copyright owner(s) is not needed to produce a single copy. (It should be noted that a revision of the copyright law is under consideration by the U.S. Congress as this is written.) The following policies and procedures apply to the production of more than one copy.

( ) 1.2.1 For *general library materials* transcribed in more than one copy, in recorded or braille forms by volunteers, copyright clearance is obtained through the Division for the Blind and Physically Handicapped of the Library of Congress.[2]

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[1]This statement of philosophy of service and program objectives should be included in the written statement described on pages 1 and 2 of Section B, "Agency and Community Profile" of the *SELF-STUDY AND EVALUATION GUIDE*.

[2]Division for the Blind and Physically Handicapped, Library of Congress, 1291 Taylor Street, N.W., Washington, DC 20542.

( ) 1.2.2 For volunteer production of more than one copy of *textbooks*, in large print, recorded and braille forms, copyright clearance is obtained through the American Printing House for the Blind.[3]

( ) 1.2.3 In all other instances, copyright permission for reproducing more than one copy is obtained directly from the copyright owner(s).

( ) 1.2.4 Appropriate acknowledgment to the copyright owner(s) is contained in all works transcribed.

EVALUATION

[ ] *1. How adequate are the agency's provisions for observing the copyright law?*

[ ] *2. To what extent are acknowledgments given to the copyright owners?*

Comments:

1.3 PROOFREADING AND MONITORING. The importance of providing blind and visually handicapped readers with material which is faithful to the original can scarcely be overstressed. Proofreading and correction of errors is a most important procedure in producing materials with a minimum of errors. The procedures which apply to production in each medium are set forth in the subsequent parts of this document.

EVALUATION

[ ] *3. How adequate are the procedures for proofreading and correction of errors?*

Comments:

( ) 1.3.1 When a compelling reason, such as a student's immediate need for particular educational material, does not permit time for proofreading and correction of errors, the work carries a notation in the same medium that it has *not* been proofread.

( ) 1.3.2 After the immediate need has been met, the work is proofread and corrected before it is duplicated or recirculated.

1.4 CENTRAL REPORTING. In the interests of providing efficient services and safeguarding economy of effort and funds, it is highly desirable that producers and distributors of reading materials for the blind and visually handicapped be able easily to exchange information about the completed works they have available whether in large print, recorded or braille forms.

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[3]American Printing House for the Blind, Box 6085, Louisville, KY 40206.

Central catalogs greatly facilitate determining whether a needed title is available, what a copy would cost, and how long it would take to acquire one. At the present time, a unified system of cataloging all book titles does not exist; however, included among the following production standards are specific reporting agencies which provide a centralized catalog service for certain types of materials.

Works which are individually transcribed in their entirety, and in accordance with the production standards contained in this document should be reported, as appropriate, to the centers identified under the various media, large print (2.19.2), recordings (3.5.2 and 3.5.3), and braille (4.7.2 and 4.7.3).

( ) 1.4.1 The agency has clear, written policies and procedures about clearing with the available central reporting services before undertaking production of a book, and if the agency undertakes to transcribe the work because it is unavailable elsewhere in the needed form, it reports production of the title to the appropriate reporting center.

( ) 1.4.2 Only complete works which are produced in accordance with the appropriate production standards contained herein and which can be copied are so reported.

EVALUATION [ ] *4. To what extent does the agency cooperate with the appropriate central reporting services by clearing titles prior to production and reporting completed works?*

Comments:

1.5 DUPLICATION OF MASTER COPIES. Inherent in an efficient nationwide system of producing books in large print, recorded and tactile (braille) forms, is the capability to secure and distribute copies to readers who need them. This is particularly true for educational materials which are essential for students to complete specific courses. An agency which produces such books should have the ability either to reproduce one upon request of another agency or to deposit a master copy with a central depository which has the resources to make a duplicate, or both. While there is no central depository for large print masters at this time, there are resources which will accept for deposit and reproduction educational materials in braille (4.19.5.1 and 4.19.5.2) and on tape (3.5.2 and 3.5.3).

( ) 1.5.1 Provision is made for the duplication of copies, either directly by the organization responsible for the original production or through cooperative arrangements with other organizations possessing the necessary resources.

( ) 1.5.2 A policy is established, in writing, concerning charges, if any, to be made for providing duplicated copies.

EVALUATION [ ] 5. *How adequate is the agency's provision for providing duplicated copies?*

Comments:

1.6 PARTICIPATION BY USERS. Programs and services designed for any group or segment of the population may be doomed to failure unless a full and open relationship is maintained between the responsible agency and those it tries to serve. This is no less true for agencies which produce reading materials in large print, recordings and braille.

While the numbers and characteristics of individuals who make use of these reading materials are fairly well known, there are many other individuals who have not made use of the services of agencies which produce these materials. The reasons for nonuse are many and complex.

Producers of special reading materials which are discussed in this document need to make special efforts to remain responsive to the needs and wishes of their users, potential as well as actual. Users should be effectively involved in the organization, planning and policy making functions of the organizations, including title selection, standards for production, and quality control. Procedures should be established to elicit the opinions and experiences of users, and conscious efforts made to identify and meet the needs of those who do not use the services of producing agencies, particularly those blind and visually handicapped persons among the older age groups.

( ) 1.6.1 The agency encourages open communication with the persons it serves.

( ) 1.6.2 Effective participation of users is sought in the various phases of the agency's operations related to the production of reading materials.

( ) 1.6.3 The agency undertakes to be aware of the needs and wishes of its users, both actual and potential, and to keep its production methods and policies relevant to them.

EVALUATION [ ] 6. *How adequately does the agency make provision for meaningful participation in its program by users?*

[ ] 7. *To what extent does the agency attempt to identify the needs of potential users?*

Comments:

1.7 VOLUNTEER SERVICE. If the agency utilizes volunteers in production of reading materials, it complies with the standards in Part 4, Section C-3, "Personnel Administration and Volunteer Service" of the Council's *SELF-STUDY AND EVALUATION GUIDE*. (Ratings and evaluations should be provided in that part of the *GUIDE*.)

1.8 LIBRARY SERVICES. If the agency provides library service in addition to producing reading materials, it complies with the standards in Section D-1, "Library Services" of the Council's *SELF-STUDY AND EVALUATION GUIDE*. (Ratings and evaluations should be provided in that section.

Part 2

LARGE PRINT MATERIALS

Guiding Principles

Two basic methods, both involving enlargement of type, are used to present ink print materials to partially sighted readers. The first method utilizes a properly prescribed optical magnification device called a low vision aid. The second utilizes materials in which the letters are typewritten or printed in greater than normal size referred to as "large type" or "large print."[1]

The relative values and outcomes of each method have been discussed in depth and have been the subjects of extensive research and technological activity. On the simplest level, it is known that ordinary books and reference tools such as standard dictionaries, encyclopedias, atlases and directories can often be made accessible to visually handicapped persons by merely providing simple magnifiers, appropriate lighting and reading stands.

There is a strong body of evidence that properly prescribed and used low vision aids make it possible for persons with vision sufficient to read large print also to read regular size print just as effectively. As the results of further technological advances become available, and as low vision aid services become more extensive, the range of reading materials directly accessible to visually handicapped persons will become greatly expanded as they are able more and more easily to use generally produced materials.

Some fear that proliferation of books in large print may discourage the use of low vision aids. There can be no doubt that it is highly desirable to increase the availability of low vision aid services so that every visually handicapped person who can benefit from optical aids can have them readily available for use.

There is evidence that many persons who use low vision aids effectively for reading brief passages find large print books more satisfying for sustained reading. It is also recognized that for some readers, even after the best currently available optical aids are utilized, large print is the *only* printed matter accessible to them either because they need the combination of large print and optical aids, or because of other physical or emotional reasons.

Only when low vision aids are widely available, however, will visually handicapped readers have a true choice between large print books and ordinary print materials.

Taking the foregoing into account, in particular the need to expand the use of low vision aids, it was concluded that large print materials do have their place, especially for certain students and many older persons. Therefore, these standards were formulated to guide the production of high quality materials.

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[1]The terms "large type" and "large print" are often used interchangeably, although, technically speaking, large print is the broader term that applies equally to materials produced by typewriting, type setting and photo enlargement.

The standards contained herein do *not* encompass the process of determining the need of a particular individual for books in large print. The "prescription" of large print books for an individual should never be a routine matter. Nor should the reader unnecessarily be conditioned to accept the limitation that he can use only large print, thus restricting him to the limited number of titles available in that medium compared to the much larger quantity in ordinary print.

For a visually handicapped student, the decision to make or not to make large print textbooks available is best made by a qualified low vision aid service working in close coordination with the educators responsible for the student's education. The ultimate determination of the place for commercially produced large print books of popular interest will be made by persons, particularly those in the older age groups, who purchase and read them.

Since no two people perceive in exactly the same way, the development of a single set of standards for large type or large print is not a simple task nor is an ideal solution readily available. No one size or type face is ideally suited to *all* readers. For some, type size may bear less relationship to readability than such factors as familiarity with the type style, illumination, contrast, focal distance, width of line, and the spacing of letters, words, and lines or combinations thereof.

Large print materials are produced by volunteers, often in connection with a nonprofit agency or governmental service, and by commercial firms. The size of editions varies from a single copy to many thousands of mass-produced copies. Special large print typewriters are used to produce a single copy or a master which can be reproduced by office copying or offset printing equipment. Another method of production is photo enlargement of existing copy for reproduction by offset printing. Finally, original typesetting (which includes resetting and original set) can provide the most flexibility of design and format but is economical only when large numbers of copies are required, as is the case for commercial firms.

The following standards attempt to identify the salient factors that affect the appearance, readability and use of large print materials. Standards are set forth separately for each of the three methods of production.

These standards are no substitute for a comprehensive manual on the many details which are involved in the production, particularly by hand transcribing, of large print materials. Samples of manuals now in use are noted in the references following these standards. It is pertinent to note that, as this is written, the National Braille Association is undertaking such a manual, based on nationwide experience, to guide individual transcribers.

Does the agency produce reading materials in large print? Yes [ ] No [ ]

If yes, the agency should include *Part 2, Large Print* in its self-study.

GENERAL STANDARDS

( ) 2.1 GENERAL POLICIES. All production is accomplished in compliance with the general policies numbered 1.1 through 1.8.

( ) 2.2 BOOKS FOR STATE TEXTBOOK COMMISSIONS. To the extent feasible, mechanical specifications for printed materials intended for submission to state textbook commissions are in accord with the current general manufacturing standards and specifications developed by the National Association of State Textbook Administrators.[2]

HAND TRANSCRIBING

Materials are hand transcribed by direct typing in large print for single use or for duplication by office copying machines.

Does the agency produce reading materials in large print by hand transcribing? Yes [ ] No [ ]

If yes, the agency should complete coding of standards 2.3 through 2.19.2 and evaluation questions 8 through 16.

Supplemental data:

A statistical summary of the types and quantities of reading materials produced is very helpful in providing on-site review team members with an overview of the agency's production operations.

Completion of the following table is suggested as a means for providing such information as how many titles and copies of different categories of materials are produced within a specified period.

If the agency has information about volume of production according to other classifications, modify the following table to report the data actually collected, or substitute other material which is more suited to the agency.

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[2] *Manufacturing Standards and Specifications for Textbooks*, National Association of State Textbook Administrators (1969), c/o Textbook Specifications, 161 East 42nd Street, New York, NY 10017.

Hand transcribed books produced in large print within the period from _____ through _____

	Number of titles	Number of copies
Textbooks		
Primary and elementary	_____	_____
Secondary, college and graduate level	_____	_____
General Literature		
Adult level	_____	_____
Juvenile books	_____	_____
Other (specify)		
_____	_____	_____
_____	_____	_____
_____	_____	_____

How many volunteers are currently involved in producing hand transcribed large print materials? _____

(Also report these volunteers in Table 2, Section B, "Agency and Community Profile" of the Council's *SELF-STUDY AND EVALUATION GUIDE*, page 5.)

( ) 2.3 TYPE SIZE. The lower case letter "o" is at least one-eighth inch high (the approximate equivalent of 18 point type), and there are no more than six letters and spaces per horizontal inch.

( ) 2.4 TYPE FACE. Heavy or broad typefaces are used rather than italic or thin faced types in order to enhance readability.

( ) 2.5 TYPEWRITERS. Typewriters having upper and lower case letters are used.

( ) 2.5.1 Typewriters are well maintained and properly adjusted; the type is kept clean and the copy produced is dark.

( ) 2.5.2 When cloth ribbons are used, they are of the extra-heavily-inked variety.

( ) 2.5.3 Typewriters adapted and equipped for use with carbon ribbons are used, whenever feasible, for producing master copies.

EVALUATION [ ] *8. How adequate is the equipment in relation to type size, type face and maintenance?*

Comments:

( ) 2.6 PAPER. Paper of appropriate quality, weight, color, reflectance, finish and opacity is used.

( ) 2.6.1 The finish is dull, vellum, or non-glare.

( ) 2.6.2 The color is white, off-white, or a light tint, but not bright white.

( ) 2.6.3 The paper weight is 20 pound bond or 50 pound book stock.

( ) 2.6.3.1 For typing and printing on both sides, show-through is minimized by use of a paper which is not less than 24 pound bond or 60 pound book stock, or which has been specially treated to keep show-through at a minimum.

( ) 2.6.4 Opacity is at least 91 percent.

( ) 2.6.5 Paper is chosen to provide maximum contrast without glare.

EVAULATION [ ] *9. How appropriate is the paper for its intended use?*

Comments:

( ) 2.7 FORMAT. Hand transcribed books for general use are produced on paper 8 1/2 by 11 inches in size, and do not exceed one inch in thickness, exclusive of covers.

( ) 2.7.1 When producing books for primary and elementary school students, consideration is given to making the books smaller and otherwise more manageable.

( ) 2.8 LINE SPACING. Lines are double spaced or procedures are followed which allow space between lines equal to the height of the capital letters or not less than three-sixteenths of an inch.

( ) 2.9 LINE WIDTH. With a typewriter meeting the preceding specifications for type size and line spacing, the width of line typed generally does not exceed six inches or 39 letters and spaces.

( ) 2.10 MARGINS. The outside and bottom margins are not less than one inch; the top margin is not less than three fourths of an inch; the inner, or gutter, margin is one and one fourth inches wide to allow for binding.

( ) 2.11 HYPHENATION. Except for compound words, hyphenation is avoided as much as possible.

( ) 2.11.1 It is preferable to produce an uneven or unjustified right hand margin rather than to break words by a hyphen at the end of a line.

( ) 2.11.2 Pages do not end with a hyphen.

( ) 2.12 ILLUSTRATIONS AND MAPS. When reproduced in a hand transcribed book, illustrations and maps are enlarged and placed, as nearly as possible, in the same relative position as in the original; unnecessary background detail and clutter are eliminated to the extent possible.

EVALUATION [ ] *10. To what extent do the format and appearance of volumes meet the specifications of standards 2.7 through 2.12?*

Comments:

( ) 2.13 PROOFREADING. Proofreading is done by two persons, whenever feasible, with one reading to the other against the original copy and, where necessary, pages are neatly corrected or retyped before duplication or delivery to the user.

( ) 2.13.1 All books produced in the normal workload are proofread and corrected.

( ) 2.13.2 Whenever feasible, large print materials intended for immediate use are proofread and corrected; if not, the fact that the materials have not been proofread and corrected is so indicated at the beginning and end.

EVALUATION [ ] *11. How adequate are the provisions for proofreading and correction of errors?*

Comments:

( ) 2.14 WEIGHT OF VOLUME. In planning the production of hand transcribed books likely to exceed 32 ounces, consideration is given to typing or reproducing on both sides of the paper or to dividing the work into two or more volumes.

( ) 2.15 MULTIVOLUME WORKS. Each volume of a multivolume work is plainly identified, contains the title page and appropriate section of the table of contents, and has approximately the same number of pages.

( ) 2.15.1 The first volume contains the full table of contents.

( ) 2.15.2 When appropriate, a separate volume(s) is prepared for the index, glossary, vocabulary, bibliography, appendix or other supplementary material.

( ) 2.16 BINDING. Hand produced books are satisfactorily bound in metal, spiral, plastic comb, loose-leaf, or other binders which allow the book to stay open and lie flat; side stitching is avoided.

EVALUATION [ ] *12. To what extent are materials produced in accordance with standards 2.14 through 2.16?*

Comments:

( ) 2.17 DUPLICATION OF COPIES. Provision is made for the duplication of a limited number of copies, either directly by the organization responsible for the original typing in large print, or through cooperative arrangements with other organizations possessing the necessary resources.

Supplemental Data:

Does the agency maintain its own duplicating equipment? Yes [ ] No [ ]

If yes, briefly describe the kind of equipment used.

_____

_____

If no, identify below the resource or procedure used in order that duplicated copies may be made available upon request.

_____

_____

( ) 2.17.1 Copies produced in multicopy form by office duplication equipment meet the standards for binding (2.16), paper size (2.7) and characteristics (2.6); copies are faithful and clear reproductions of the original typed in large print.

( ) 2.17.2 Policies and procedures encourage the return of the original copy of a hand transcribed textbook in good condition so that it may be used as a master for producing additional copies upon request.

( ) 2.17.2.1 The student borrower agrees to return the book promptly upon completion of the applicable course.

( ) 2.17.2.2 The student also agrees to return the book temporarily while it is still in use if the agency receives a request for an additional copy.

( ) 2.17.2.3 Provision is made for ultimate storage of the master copy for as long as indicated.

( ) 2.17.3 Any organization or group offering duplicating services furnishes, in writing, a statement of charges and an estimate of time required for supplying material.

EVALUATION [ ] *13. How adequate are the provisions for making duplicated copies?*

Comments:

( ) 2.18 CONSULTATION. Provision is made for consultation with various available resources, including the following:

( ) 2.18.1 Professional consultation and guidance relative to the needs of individual readers and the qualities of large print materials is sought from ophthalmologists, optometrists, and trained classroom teachers of the partially sighted.

( ) 2.18.2 Expert technical advice from office equipment manufacturers, office supply houses, paper dealers, binderies, and other groups in the trade is utilized in order to keep up to date with technological advances.

EVALUATION [ ] *14. To what extent does the agency utilize outside consultation?*

Comments:

( ) 2.19 COOPERATION WITH OTHER GROUPS. The organization cooperates and coordinates its work with other large print producers, libraries, educational programs and central registers.

( ) 2.19.1 Clear policies and procedures are established for cooperation with teachers for whose students textbooks are produced.

( ) 2.19.2 Educational materials are reported to the Central Catalog of Volunteer Produced Textbooks maintained by the American Printing House for the Blind.[3]

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[3]American Printing House for the Blind, Box 6085, Louisville, KY 40206.

Supplemental Data:

Identify the school systems, libraries, and other producers with which the agency cooperates:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

EVALUATION

[ ] *15. How adequate provision does the agency make for cooperation with other organizations related to production and use of* [redacted] *large print materials?*

[ ] *16. To what extent are educational materials reported to the Central Catalog?*

Comments:

PHOTO ENLARGEMENT

The process of photo enlargement includes rearrangement of existing copy.

Does the organization produce books in large print by the process of photo enlargement? Yes [ ] No [ ]

If yes, the organization should complete coding of standards 2.20 through 2.31 and evaluation questions 17 through 22.

Supplemental Data:

A statistical summary of the types and quantities of reading materials produced is very helpful in providing on-site review team members with an overview of the organization's production operations.

Completion of the following table is suggested as a means for providing such information as how many titles and copies of different categories of materials are produced within a specified period.

If the organization has information about volume of production according to other classifications, modify the following table to report the data actually collected, or substitute other material which is more suited to the organization.

Photo enlarged books published within the period from _____ through _____

	Number of titles	Number of copies
Textbooks		
Primary and elementary	_____	_____
Secondary, college and graduate levels	_____	_____
General Literature		
Adult level	_____	_____
Juvenile books	_____	_____
Other (specify)		
_____	_____	_____
_____	_____	_____
_____	_____	_____

What is the average retail price per volume? $_____

What is the range of retail prices per volume? From $_____ To $_____

What are the principal sales outlets? (Rank in order 1, 2, 3, etc.)

Direct retail sales	_____
Sales to libraries	_____
Sales to state textbook agencies or directly to school systems	_____
Other, specify	
_____	_____

( ) 2.20 TYPE SIZE. The minimum type size of the enlarged copy which is labeled "large print" or "large type" is 16 point.

( ) 2.20.1 Greater enlargement to 18, 20 and 24 point size is used when appropriate.

( ) 2.20.2 Measurements of type size of the finished product closely approximate precise point size.

( ) 2.21 TYPE. The original copy from which photo reproductions will be made is sharp and clear.

( ) 2.21.1 Small punctuation marks are enlarged and broken letters are retouched carefully.

( ) 2.21.2 Reproduction proofs are used whenever feasible.

EVALUATION [ ] *17. How adequate in terms of sharpness, clarity and size is the photo enlarged type?*

Comments:

( ) 2.22 PAPER. The suitability of paper for photo enlarged books is judged by size, weight, finish, durability, color, reflectance, opacity, and price in relation to the nature of the material to be printed and its intended use.

( ) 2.22.1 The finish is dull, text, eggshell, vellum, antique, non-glare.

( ) 2.22.2 The color is white, off-white, or a light tint, but not bright white.

( ) 2.22.3 Inasmuch as there is no universal book paper suitable for all uses, paper is selected which has appropriate weight and bulk.

( ) 2.22.4 Opacity is at least 91 percent.

( ) 2.22.5 Paper provides maximum contrast without glare.

( ) 2.22.6 When printing on both sides of the paper, show-through is eliminated or minimized by using blade coated stock or a heavier weight paper.

EVALUATION [ ] *18. How suitable is the paper for its intended use?*

Comments:

( ) 2.23 FORMAT. Generally, maximum trim size does not exceed 10 1/2 by 12 inches.

( ) 2.24 LINE WIDTH. Generally, the width of a line does not exceed six inches or 39 letters and spaces.

( ) 2.25 MARGINS. Margins are not less than three fourths of an inch wide on all four sides.

( ) 2.26 ILLUSTRATIONS AND MAPS. Background clutter is eliminated or reduced to the extent feasible.

( ) 2.26.1 When practicable, color is used to produce copies which closely resemble the original.

EVALUATION [ ] *19. To what extent do the format and appearance of volumes meet standards 2.23 through 2.26.1?*

Comments:

( ) 2.27 PROOFREADING. All adaptations, changes and revisions are carefully read by two persons, with one reading to the other against the original copy, and where appropriate, corrections are carefully made.

EVALUATION [ ] *20. How adequate are the provisions for proofreading and correction of errors?*

Comments:

( ) 2.28 WEIGHT OF VOLUME. In planning production of photo enlarged books which may exceed 32 ounces, consideration is given to using a blade coated paper which minimizes show-through (2.22.6) or to dividing the work into two or more volumes (2.29).

( ) 2.29 MULTIVOLUME WORKS. Each volume of a multivolume work is plainly identified, contains the title page and appropriate section of the table of contents and has approximately the same number of pages.

( ) 2.29.1 The first volume contains the full table of contents.

( ) 2.29.2 When appropriate, a separate volume(s) is prepared for the index, glossary, vocabulary, bibliography, appendix or other supplementary material.

( ) 2.30 BINDING. The binding is durable and allows the book to stay open and lie flat during use; side stitching is avoided.

EVALUATION [ ] *21. To what extent are materials produced in accordance with standards 2.28 through 2.30?*

Comments:

( ) 2.31 CONSULTATION. The organization makes provision to obtain and use expert technical information and advice from manufacturers, distributors, and dealers in binding, office, and photographic equipment in order to assist in keeping abreast of technological developments and in establishing specifications and cost data.

EVALUATION [ ] *22. To what extent does the organization use outside consultation?*

Comments:

TYPESETTING

Typesetting includes resetting as well as original setting.

Does the organization produce reading materials in large print by typesetting? Yes [ ] No [ ]

If yes, the organization should complete coding of standards 2.32 through 2.45 and evaluation questions 23 through 28.

Supplemental Data:

A statistical summary of the types and quantities of reading materials produced is very helpful in providing on-site review team members with an overview of the organization's production operations.

Completion of the following table is suggested as a means for providing such information as how many titles and copies of different categories of materials are produced within a specified period.

If the organization has information about volume of production according to other classifications, modify the following table to report the data actually collected, or substitute other material which is more suited to the organization.

Books set in large type and published within the period

from _____ through _____.

	Number of titles	Number of copies
Textbooks		
Primary and elementary	_____	_____
Secondary and college and graduate levels	_____	_____
General Literature		
Adult level	_____	_____
Juvenile books	_____	_____
Other (specify)		
_____	_____	_____
_____	_____	_____

Supplemental Data (continued):

What is the average retail price per volume? $_____

What is the range of retail prices per volume? From $_____ To $_____

What are the principal sales outlets (Rank in order 1, 2, 3, etc.)

Direct retail sales	_____
Sales to libraries	_____
Sales to state textbook agencies or directly to school systems	_____
Other, specify	
_____	_____

( ) 2.32 TYPE SIZE. The minimum type size which is labeled "large print" or "large type" is 16 point.

( ) 2.32.1 Larger type sizes such as 18, 20 and 24 point are utilized when appropriate.

( ) 2.33 TYPE FACE. Type styles are chosen to provide impressions with clean sharp edges and maximum readability such as the following: Baskerville Bold, Caslon Bold, Garamond Bold, Granjon Bold, Old Style No. 7 and Times Roman.

( ) 2.33.1 Italics and other thin faced types are avoided.

Supplemental Data:

Specify the type size(s) and type face(s) most commonly used.

Type size(s) _____ Type face(s) _____

_____ _____

EVALUATION [ ] *23. How adequate is the type used in terms of clarity, readability and size?*

Comments:

( ) 2.34 PAPER. The factors which govern the choice of book paper include: finish, color, size, weight, reflectance, opacity, bulk, durability, and price in relation to the intended use and the nature of the material to be printed.

( ) 2.34.1 The finish is dull, text, vellum, eggshell, antique, or nonglare.

( ) 2.34.2 The color is white, off-white, or a light tint, but not bright white.

( ) 2.34.3 Inasmuch as there is no universal book paper suitable for all uses, paper is selected which has appropriate weight and bulk.

( ) 2.34.4 Opacity is at least 91 percent.

( ) 2.34.5 Paper provides maximum contrast without glare.

( ) 2.34.6 When printing on both sides of the paper, show-through is eliminated or minimized by using blade coated stock or a heavier weight paper.

EVALUATION [ ] *24. How suitable is the paper for its intended use?*

Comments:

( ) 2.35 FORMAT. Maximum trim size does not exceed 10 1/2 by 12 inches.

( ) 2.35.1 When producing books for primary and elementary school students, however, consideration is given to making the books smaller and otherwise more manageable.

( ) 2.36 LEADING. Spacing between lines is generally not less than one fourth of the height of the type (e.g. in 16 point type, the leading or space is four point).

( ) 2.37 LINE WIDTH. The width of a line does not exceed 36 picas (six inches) or 39 lower case letters and spaces.

( ) 2.37.1 Two columns to the page are preferred to extra-wide lines.

( ) 2.38 MARGINS. Margins are not less than three fourths of an inch wide on all four sides.

( ) 2.39 HYPHENATION. Except for compound words, hyphenation is avoided as much as possible.

( ) 2.39.1 Pages do not end with a hyphen.

( ) 2.40 ILLUSTRATIONS AND MAPS. Line drawings and engravings containing wide open spaces between lines are utilized, whenever possible, rather than halftone illustrations.

EVALUATION [ ] *25. To what extent are books produced in accordance with standards 2.35 through 2.40?*

Comments:

( ) 2.41 PROOFREADING. Adequate procedures are followed to ensure that errors are caught and corrected.

( ) 2.41.1 One person reads aloud from the original copy while a second person checks the proof.

( ) 2.41.2 An editor then reads the proof and sees that final corrections are made.

( ) 2.41.3 Each line in which a correction has been made is thoroughly rechecked to prevent new errors from being introduced.

EVALUATION [ ] *26. How adequate are procedures for proofreading and copy editing to ensure error-free copy?*

Comments:

( ) 2.42 WEIGHT OF VOLUME. The weight of a volume does not exceed 32 ounces.

( ) 2.43 MULTIVOLUME WORKS. Each volume of a multivolume work is plainly identified, contains the title page and appropriate section of the table of contents, and has approximately the same number of pages.

( ) 2.43.1 The first volume contains the full table of contents.

( ) 2.43.2 When appropriate, a separate volume(s) is prepared for the index, glossary, vocabulary, bibliography, appendix or other supplementary material.

( ) 2.44 BINDING. The binding is durable and allows the book to stay open and lie flat during use; side stitching is avoided.

EVALUATION [ ] *27. To what extent are books produced in accordance with standards 2.42 through 2.44.*

Comments:

( ) 2.45 CONSULTATION. In addition to obtaining professional advice from ophthalmologists and optometrists, technical guidance is sought and utilized from book designers, typographers, printers, binders and other groups in the trade to facilitate quality production.

EVALUATION [ ] *28. To what extent does the organization use outside consultation?*

Comments:

Part 3

RECORDED MATERIALS

Guiding Principles

Recorded reading materials for the visually handicapped are produced in the United States primarily by three types of groups:

A. *Volunteers* in a formal or organized reading program who record complete educational or recreational texts intended to reach many readers. Recording is done

   i. exclusively on the premises of the recording organization in professionally equipped recording studios;

   ii. on the premises of the recording organization in professionally equipped recording studios and at home or in other locations which are not professionally equipped recording studios; or

   iii. exclusively at home or in other locations which are not professionally equipped recording studios.

B. *Paid professionals* who record complete books and magazines, intended to reach many readers, in professionally equipped studios such as those used for the Talking Books Program of the Library of Congress and by commercial producers.

C. *Home reader volunteers* who record parts of or complete texts independently at home or in other locations which are not professionally equipped recording studios, usually for the use of one reader or for very limited distribution.

These standards are designed primarily for organizations in categories A and B; however, it is hoped that volunteers in category C will also follow them as closely as possible in the general effort to produce recorded reading materials of the highest feasible quality.

The standards were worked out also with an eye toward a future national repository of recorded educational materials to which organizations would contribute master tapes from which requested copies could be made quickly on high speed tape duplicating equipment for any number of users. The repository could also be a central reference point for users and for recording organizations to avoid unnecessary recording of titles already stocked.

The standards are designed to provide visually handicapped readers with recorded books which approximate as closely as feasible the quality of the ink print text; which are clearly, comprehensibly and accurately read; and which are recorded and reproduced in a uniform format and in accordance with the highest feasible standards of sound reproduction. These standards were formulated in recognition that technological advances might require future revision based on developments in equipment, materials and procedures for compressed speech recordings.

The standards which follow are no substitute for a comprehensive manual on the many details which are involved in the production of recorded materials. Samples of such manuals are noted in the references following these standards. It would be highly desirable for a comprehensive production manual to be developed based on nationwide experience, to guide individual producers.

Does the agency produce recorded reading materials? Yes [ ] No [ ]

If yes, the agency should include *Part 3, Recorded Materials* in its self-study.

Supplemental Data:

Indicate the kind and number of readers below:

Organized volunteers _____

Paid readers _____

A statistical summary of the types and quantities of reading materials produced is very helpful in providing on-site review team members with an overview of the agency's production operations.

Completion of the following table is suggested as a means for providing such information as how many titles and copies of different categories of materials are produced within a specified period.

If the agency has information about volume of production according to other classifications, modify the following table to report the data actually collected, or substitute other material which is more suited to the agency.

Recorded books produced within the period

from _____ through _____

	Number of titles	Number of copies
Textbooks		
Primary and elementary	_____	_____
Secondary, college and graduate levels	_____	_____
General Literature		
Adult level	_____	_____
Juvenile books	_____	_____
Other (specify)		
_____	_____	_____
_____	_____	_____

( ) 3.1 GENERAL POLICIES. All production is accomplished in compliance with the general policies numbered 1.1 through 1.8.

( ) 3.2 READER. The reader is able to present, orally, printed matter for quality reproduction in recorded form.

( ) 3.2.1 The ability of a reader is measured by a reading and recording test which is evaluated by a person competent to determine whether the reader satisfactorily demonstrates the following characteristics:

( ) 3.2.1.1 A listenable voice and presentation.

( ) 3.2.1.2 Fluency, ease and good command of the spoken language.

( ) 3.2.1.3 The ability to use correct pronunciation.

( ) 3.2.1.4 An awareness of the manner in which words fit together for good verbal expression.

( ) 3.2.1.5 The ability to communicate accurately the thoughts and ideas set forth in printed matter.

( ) 3.2.1.6 Clear and distinct enunciation which is readily understandable.

( ) 3.2.1.7 Avoidance of declamatory, patterned or monotonous speech.

( ) 3.2.1.8 The ability to read at a pace which is appropriate to the text.

( ) 3.2.1.9 A familiarity with the subject matter and vocabulary, especially when reading highly technical and specialized material.

( ) 3.2.2 Provision is made for continued evaluation of home readers by periodically returning to such readers annotated test tapes that serve as guidelines for future recording and as checks on the technical quality of recording.

EVALUATION

[ ] *29. How adequate are the procedures for selecting readers who effectively present printed matter in oral form?*

[ ] *30. How effective are the procedures for evaluation of home readers by use of annotated test tapes in maintaining quality controls?*

Comments:

( ) 3.3 PROOFREADING. The organization regularly proofreads by one or more of the following methods, as appropriate:

( ) 3.3.1 In simultaneous monitoring, two persons, a reader and a monitor, both of whom are familiar with the material being recorded, work together as a team during the recording process.

( ) 3.3.1.1 The monitor checks the reader for accuracy, pronunciation and overall reading performance, stopping the reader as necessary to make corrections on the tape.

( ) 3.3.2 In delayed monitoring, the tape is carefully checked, word by word, against the printed text to insure that discrepancies are noted and corrected.

( ) 3.3.2.1 For general reading material, the monitor and the reader are two different persons.

( ) 3.3.2.2 For highly specialized and technical material, when a qualified second person is not available to act as a monitor, the reader may do his own proofreading and correcting.

( ) 3.3.3 Spot checking is used for recording reading matter only when simultaneous or delayed monitoring is not feasible.

( ) 3.3.3.1 Clear corrective procedures are followed to make proofreading by this method as effective as possible.

( ) 3.3.4 The method of proofreading used is related to the nature of the recorded material and the number of copies to be produced.

( ) 3.3.4.1 Recorded educational materials intended for multicopy distribution are proofread by either simultaneous or delayed monitoring.

( ) 3.3.4.2 Recorded recreational materials intended for multicopy distribution are proofread by either simultaneous or delayed monitoring whenever possible; however, spot checking may be used.

( ) 3.3.4.3 Whenever feasible, recorded materials intended for immediate distribution are proofread in accordance with one of the three methods; if not, the user is advised that the material has not been proofread.

EVALUATION [ ] *31. How adequate are the procedures for proofreading to ensure error-free recordings?*

Comments:

( ) 3.4 TECHNICAL STANDARDS FOR MASTER TAPES. When recording for multicopy distribution, the following technical standards are met in producing master tapes:

( ) 3.4.1 Tapes are recorded at three and three quarters inches per second.

( ) 3.4.2 Tapes used are:

( ) 3.4.2.1 One fourth of an inch wide.

( ) 3.4.2.2 Not less than one mil in thickness.

( ) 3.4.2.3 First line, audio quality.

( ) 3.4.2.4 Backed with polyester or poly-vinyl-chloride.

( ) 3.4.2.5 Not labeled "high output."

Supplemental Data:

List the brands and manufacturers' type number of tape commonly used for making master tapes.

Brand	Manufacturers' Type Number

EVALUATION [ ] *32. To what extent does the tape used in recording master tapes meet the specifications numbered 3.4.2.1 through 3.4.2.5?*

Comments:

( ) 3.4.3 Maximum recording time per track conforms to the following specifications:

Manufacturer's stated footage	Manufacturer's stated recording time per track (in minutes at 3¾ inches per second)	Maximum recording time per track (in minutes at 3¾ inches per second)
300	15	14
600	30	29
900	45	44
1200	60	58
1800	90	88

( ) 3.4.4 Tapes are recorded on either two or four tracks according to current R.I.A.A. standards.[1]

( ) 3.4.4.1 If four tracks are recorded, the sequence of tracks is 1, 4, 3, 2.

( ) 3.4.5 Open reels do not exceed seven inches in diameter.

( ) 3.4.6 At least ten seconds of blank tape is left at the beginning and the end of recorded information on each track exclusive of leader.

( ) 3.4.7 A good quality fixed (stationary) or lavaliere microphone is used.

( ) 3.4.7.1 It is compatible with the tape recorder.

( ) 3.4.7.2 The microphone faces the reader directly.

( ) 3.4.8 The fixed (stationary) microphone is:

( ) 3.4.8.1 Generally not closer than six inches nor farther than twelve inches from the reader.

( ) 3.4.8.2 On a separate surface from the recorder.

( ) 3.4.9 Care is taken to isolate the lavaliere microphone and cord from noise created by clothing and body movements; a soft terry cloth bib is often used for this purpose.

( ) 3.4.10 Recordings are free from audible wow and flutter.

( ) 3.4.11 Recordings do not exceed zero V.U. (volume units) at maximum peak.

( ) 3.4.12 Equipment and the tape used are selected and maintained to:

( ) 3.4.12.1 Minimize excessive wow, flutter, sibilance, noise, hum and other distortion.

( ) 3.4.12.2 Record frequencies uniformly from 500 to 5000 hertz (cycles per second) within plus or minus three decibels, as calibrated by a standard tape.

( ) 3.4.13 Appropriate procedures are established and followed for periodic checking and servicing of equipment by competent technicians.

( ) 3.4.14 Clear written instructions are provided to unsupervised readers concerning their responsibilities for such maintenance procedures as cleaning and demagnetizing recording heads.

EVALUATION [ ] *33. To what extent does the recording equipment used meet the specifications in standards 3.4.3 through 3.4.14?*

---

[1] *Standards for Magnetic Tape Records*, Record Industry Association of America, Bulletin No. E5 (1968), One East 57th Street, New York, NY 10022.

EVALUATION [ ] *34. How adequately is the equipment maintained to ensure trouble-free operation and quality recordings?*

Comments:

( ) 3.5 COOPERATION WITH OTHER GROUPS. The organization cooperates and coordinates its work with other producers of recorded materials, libraries, educational programs and central registers.

( ) 3.5.1 Clear policies and procedures are established for cooperation with teachers for whose students textbooks are produced.

( ) 3.5.2 Educational materials are reported to the Central Catalog of Volunteer Produced Textbooks maintained by the American Printing House for the Blind.[2]

( ) 3.5.3 General interest materials are reported to the Union Catalog maintained by the Division for the Blind and Physically Handicapped of the Library of Congress.[3]

Supplemental Data:

Identify the school systems, libraries, and other producers with which the agency cooperates:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

EVALUATION [ ] *35. How adequate provision does the agency make for cooperation with other organizations related to production and use of recorded materials?*

[ ] *36. To what extent are recordings reported to the appropriate cataloging organization?*

Comments:

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[2]American Printing House for the Blind, Box 6085, Louisville, KY 40206.

[3]Division for the Blind and Physically Handicapped, Library of Congress, 1291 Taylor Street N.W., Washington, DC 20542.

( ) 3.6 REPRODUCING TAPES. The organization is able to reproduce, by means of a tape duplicator, a copy of any work upon request; or it deposits a master copy of the complete work with a recognized depository.[4]

( ) 3.6.1 Tape copies are technically the equivalent of the master tape.

( ) 3.6.2 Tape copies are compatible with generally available playback equipment.

( ) 3.6.3 Any organization or group offering duplicating services furnishes in writing, upon request, a statement of charges and an estimate of time required for supplying material.

Supplemental Data:

Does the organization maintain or have ready access to tape duplicating equipment? Yes [ ] No [ ]

Does the organization deposit master copies with a depository to which persons needing a particular title on tape may secure a copy?[4] Yes [ ] No [ ]

EVALUATION [ ] *37. How adequate are the provisions for making available a duplicated copy of a needed title?*

Comments:

( ) 3.7 PRODUCTION OF DISCS. Standards used by the Library of Congress in its Talking Book Program are followed in producing pressed discs.[5]

EVALUATION [ ] *38. To what extent are the foregoing standards utilized in the production of pressed discs?*

Comments:

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[4]Until a nationally recognized depository is established, Recording for the Blind, 215 East 58th Street, New York, NY 10022, has agreed to accept master tapes of textbooks on all educational levels and, upon request, to duplicate and provide tape copies on a loan basis without charge.

[5]*Specifications for Talking Book Records*, Division for the Blind and Physically Handicapped, Library of Congress, 1291 Taylor Street N.W., Washington, DC 20542, (1968).

Part 4

TACTILE MATERIALS

Guiding Principles

At least four different methods, each requiring entirely different equipment, are currently used in the United States to produce braille materials:

(1) Braille presses produce two-side or interpoint multicopy printing from embossed metal plates;

(2) Some equipment utilizes hand set braille type slugs;

(3) Hand transcribers emboss directly on paper by means of a braillewriter, electric braille typewriter, or slate and stylus to produce single copies of one-side braille;

(4) Vacuum-forming duplication provides one-side multiple copies from hand transcribed paper masters.

Presently coming into use is the embossing of braille by printing on high speed computer-directed machines. This method for the production of general braille literature is technically feasible. But cost, quality, organization, coordination of effort, and national needs are likely to determine the degree to which it will be utilized.

Among other promising technological developments on the horizon are a video scanning device which produces braille-like touch signals directly from ink print, and a machine which produces moving braille characters from magnetic tape.

Braille readers have the right to expect that all materials, produced by any method, be faithful reproductions of the original ink print text, and be accurately embossed in accordance with the rules of the various braille codes set forth by the Braille Authority as approved by the American Association of Workers for the Blind and the Association for Education of the Visually Handicapped.

In addition, these materials should conform to established standards with regard to the size, height and spacing of dots and lines; the quality and thickness of paper; page sizes for various types of materials, age groups and common shelving facilities; quality and types of bindings; and mailing containers. Due attention should also be given to methods of reducing overall bulk and weight of the finished product.

It should be noted that the following standards are designed primarily for production of books, pamphlets or magazines -- materials which are most suited to multicopy distribution. Other braille materials intended mostly for individual use in correspondence, notes, and so forth, may be produced in accordance with the specifications of the user; in general, however, braille materials which adhere to these standards will have the widest acceptance.

Because research on the production of embossed reproductions of maps and diagrams is still in the developmental stage, it seemed premature to formulate standards in this area at this time. The Braille Authority is mindful of this lack, and development of standards for embossed graphic material is on its list of priorities for the future.

The need for more comprehensive manuals, especially to guide individual braille transcribers, is recognized. Some samples of manuals now in use are listed among the references following these standards.

Supplemental Data:

Does the agency produce reading materials in braille? Yes [ ] No [ ]

If yes, the agency should include *Part 4, Tactile Materials* in its self-study.

GENERAL STANDARDS

( ) 4.1 GENERAL POLICIES. All production is accomplished in compliance with the general policies numbered 1.1 through 1.8.

( ) 4.2 CONFORMANCE WITH BRAILLE CODES. Braille is produced in full conformance with the currently applicable codes set forth by the Braille Authority and approved by the American Association of Workers for the Blind and the Association for Education of the Visually Handicapped.[1]

( ) 4.2.1 Inasmuch as the Braille Authority has not, at this time, adopted standards for the reproduction of maps and diagrams, a producer of braille is responsible for making understandable embossed reproductions or clear verbal descriptions of their contents.

( ) 4.2.2 If, for special reasons, the purchaser or user requires or prefers materials that differ in format, size or other physical characteristics, the braille press or hand transcribing service makes reasonable effort to conform to the specifications requested.

EVALUATION [ ] *39. How adequate are the procedures to ensure that production of braille observes the current codes set forth by the Braille Authority?*

Comments:

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[1]These codes are: *Code of Braille Textbook Formats and Techniques, English Braille American Edition, The Nemeth Code of Braille Mathematics and Scientific Notation,* and *Revised International Manual of Braille Music Notation.* For information on copies of these codes, write to the American Printing House for the Blind, Box 6085, Louisville, KY 40206.

( ) 4.3 DOT SPECIFICATIONS AND SPACING. Dots meet the following specifications:

( ) 4.3.1 The height of braille dots is uniform within any given transcription (book, pamphlet or magazine) and is between .018 and .020 of an inch.

( ) 4.3.2 The base diameter of braille dots is between .050 and .065 of an inch.

( ) 4.3.3 Cell spacing of dots conforms to the following specifications:

( ) 4.3.3.1 The distance from center to center of adjacent dots (horizontally or vertically, but not diagonally) in the same cell is .092 plus or minus .002 of an inch.

( ) 4.3.3.2 The distance from the center to center of corresponding dots in adjacent cells is between .235 and .250 of an inch.

( ) 4.3.4 Line spacing of braille cells from center to center of nearest corresponding dots in adjacent cells in adjacent lines is not less than .400 of an inch.

Supplemental Data:

Identify the equipment commonly used for braille embossing.

_____

_____

EVALUATION [ ] *40. To what extent is embossing equipment used which ensures that specifications for height and spacing of dots are maintained?*

Comments:

( ) 4.4 EDITING. Editing is permitted only in the following cases:

( ) 4.4.1 Typographical errors or misspellings in the print copy are corrected, but this should never extend to alterations of the author's meaning or usage.

( ) 4.4.2 Copy may be edited in cases where changes in presentation are necessary to make the material more meaningful and the instructions more practical for the touch reader, as in the case of illustrations and tables. (See 4.2.1 and 4.2.2.)

( ) 4.4.2.1 In such cases, a note is inserted explaining the changes that have been made.

( ) 4.4.2.2 In such editing, the goal is to afford the braille reader the same information as the print reader.

EVALUATION [ ] *41. How adequate are the agency's policies and procedures for editing?*

Comments:

( ) 4.5 DUPLICATING FACILITIES. A duplicating facility is available for production of up to fifty copies of braille textbooks.

( ) 4.5.1 An organization or group offering duplicating services furnishes in writing, upon request, a statement of charges and an estimate of time required for supplying material.

( ) 4.6 TEXTBOOKS IN MULTIPLE COPIES. When there is an apparent need for more than fifty copies of a particular textbook, its publication in braille is undertaken whenever possible by a braille press rather than by hand transcription.

( ) 4.7 COOPERATION WITH OTHER GROUPS. The organization cooperates and coordinates its work with other braille producers, libraries, educational programs and central registers.

( ) 4.7.1 Clear policies and procedures are established for cooperation with teachers for whose students textbooks are produced.

( ) 4.7.2 Educational materials are reported to the Central Catalog of Volunteer Produced Textbooks maintained by the American Printing House for the Blind.[2]

( ) 4.7.3 General interest materials are reported to the Union Catalog maintained by the Division for the Blind and Physically Handicapped of the Library of Congress.[3]

EVALUATION [ ] *42. How adequate are the agency's cooperative agreements with other organizations?*

[ ] *43. To what extent does the agency report titles to the appropriate central catalog?*

Comments:

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[2]American Printing House for the Blind, Box 6085, Louisville, KY 40206.

[3]Division for the Blind and Physically Handicapped, Library of Congress, 1291 Taylor Street N.W., Washington, DC 20542.

HAND TRANSCRIBING OF BRAILLE

The importance of the volunteer braille transcriber in the production of reading matter for blind persons cannot be overemphasized.

Press made braille books are utilized to meet the popular, and sometimes transitory, demand for current general literature. Presses are also employed to produce widely used textbooks. While the volunteer makes a significant supplementary contribution in these areas, his unique value lies in his ability to meet specialized and individual needs for a wide variety of material.

The infinite diversity of such needs may be indicated by just a few illustrations: textbooks and supplementary reading for elementary, secondary and college students where the demand is not great enough to justify the expense of press brailling; vocational and professional literature which might be helpful or necessary to an individual in such fields as music, mathematics, law, data processing, teaching, social work, business, or other fields in which it is necessary to keep up with current trends and technical developments; cookbooks and other helps for homemakers; and objective information about issues and candidates at election time.

The demand for volunteer activity is likely to grow even more in importance as volunteers increase in number and competence and their skills become more diversified.

Far more than most other volunteer activities, braille transcribing demands specific aptitudes and educational backgrounds, long and intensive training, and patient concentration on detail. The rules are complicated and highly technical, and it is imperative that one who engages in it must either have, or be able to acquire, an understanding of the rules of grammar, word structure, syllabication, and the diacritical symbols used in dictionaries. In specialized areas, a thorough grounding in the particular subject matter is sometimes imperative and always desirable. For these reasons, volunteer braillists must be selected and trained with great care, and their work continuously supervised and checked.

Supplemental Data:

Does the agency produce reading materials in braille by hand transcribing? Yes [ ] No [ ]

If yes, the agency should complete coding of standards 4.8 through 4.22.2 and evaluation questions 44 through 51.

A statistical summary of the types and quantities of reading materials produced is very helpful in providing on-site review team members with an overview of the agency's production operations.

Completion of the following table is suggested as a means for providing such information as how many volumes and copies of different categories of materials are produced within a specified period.

If the agency has information about volume of production according to other classifications, modify the following table to report the data actually collected, or substitute other material which is more suited to the agency.

Braille volumes produced within the period

from _____ through _____

	Number of volumes	Number of copies
Textbooks		
Primary and elementary	_____	_____
Secondary, college and graduate levels	_____	_____
General Literature		
Adult level	_____	_____
Juvenile books	_____	_____
Other (specify)		
_____	_____	_____
_____	_____	_____

How many volunteers are currently involved in producing hand transcribed materials in tactile form? _____

(Also report these volunteers in Table 2, Section B, "Agency and Community Profile" of the Council's *SELF-STUDY AND EVALUATION GUIDE*, page 5.)

( ) 4.8 RECRUITMENT OF TRANSCRIBERS. No rigid qualifications for enrollment in a class on braille transcribing are established.

( ) 4.8.1 At the beginning of the course, the candidate transcriber is fully informed of training requirements and of the quality and quantity of production that will be expected after successful completion of the course.

( ) 4.8.2 Transcribers are willing and able to devote sufficient time to produce a minimum average of 60 pages of braille per month.

( ) 4.9 TRAINING. Braille transcribing courses are designed to ensure that fully trained transcribers:

( ) 4.9.1 Use a dictionary effectively and know the meanings of the various symbols and abbreviations employed in dictionaries.

( ) 4.9.2 Are thoroughly familiar with word structures and components.

( ) 4.9.3 Are thoroughly familiar with and able to apply the rules of braille transcribing as set forth in the official braille codes (4.2).

( ) 4.9.4 Are well acquainted with techniques of braille proofreading.

( ) 4.9.5 Trainees who have not shown a sufficient aptitude for braille transcribing are so informed, and are encouraged to participate in such other areas of service as binding, duplicating braille materials by the vacuum-forming process, or preparing recorded or large print materials, if they meet the qualifications for such activities.

( ) 4.10 CERTIFICATION. Transcribers engaged in the production of braille literature and textbooks or braille music are certified by the Library of Congress.

( ) 4.10.1 Certification may be achieved through the correspondence courses conducted by the Library or through instruction by a qualified teacher elsewhere, and submission of trial manuscripts acceptable to the Library of Congress.

( ) 4.10.1.1 A manuscript submitted to the Library of Congress for approval is entirely the work of the candidate for certification and has not been proofread or corrected by the instructor or anyone else.

( ) 4.10.1.2 The instructor may, however, evaluate the manuscript and advise the student as to whether or not the quality of the work justifies its submission.

Supplemental Data:

Total number of active transcribers _____

Number of transcribers certified by the Library of Congress _____

Number of trainees actively seeking certification by the Library of Congress _____

( ) 4.11 REFRESHER TRAINING. Refresher training is provided as appropriate.

( ) 4.11.1 Refresher courses are provided for certified transcribers whose proofreader's reports indicate a need for such training.

( ) 4.11.2 Workshops are provided to keep transcribers up to date by reviewing any changes made in the applicable official braille codes or related topics.

EVALUATION [ ] *44. How adequate are the procedures for recruitment and training of volunteer transcribers?*

EVALUATION [ ] *45. To what extent are the transcribers certified by the Library of Congress?*

Comments:

( ) 4.12 QUALIFICATIONS OF INSTRUCTORS. The basic requirements for an instructor of braille transcribing include the following:

( ) 4.12.1 Certification by the Library of Congress.

( ) 4.12.2 At least two years' experience as an active transcriber.

( ) 4.12.3 Production of at least 2000 pages of acceptable braille.

( ) 4.12.4 For specialized areas, an adequate knowledge of the subject matter and mastery of the applicable braille rules.

EVALUATION [ ] *46. How well qualified are the instructors of braille transcribing?*

Comments:

( ) 4.13 SUPERVISION. A supervisor of transcription is designated to receive requests for transcribing, to coordinate the planning and assignments for brailling, to maintain quality standards, and to assure continuity of service, particularly when one work is assigned to more than one transcriber.

( ) 4.13.1 Specialized material, such as textbooks, music, and foreign languages, are assigned, preferably, to those having a basic knowledge of the subject matter.

( ) 4.13.1.1 Mastery of the rules of the applicable braille code is required of the transcriber.

( ) 4.13.2 An individual record or file is maintained for each transcriber; this contains a registration card or application form, certification status, special braille code proficiencies, performance evaluations and a record of production.

EVALUATION [ ] *47. How adequate are the provisions for supervision of transcribers?*

Comments:

( ) 4.14 PHYSICAL FACILITIES. Adequate space is provided for the undisturbed conduct of classes and consultation, and for necessary equipment, supplies and reference materials.

( ) 4.15 EQUIPMENT AND SUPPLIES. The embossing equipment used produces braille meeting the standards for dot height, size and spacing (4.3).

( ) 4.15.1 Each trainee and transcriber has access to a braillewriter or slate and stylus.

( ) 4.15.2 Paper of appropriate quality is readily available.

( ) 4.15.2.1 The weight of paper is not less than 80 pound.

( ) 4.15.2.2 The size of paper permits page size that does not exceed 11 inches high and 11 1/2 inches wide.

( ) 4.16 REFERENCE MATERIALS. The following reference materials are available to transcribers:

( ) 4.16.1 The latest editions of official braille codes and rule books (4.2).

( ) 4.16.2 Up to date instruction manual(s).

( ) 4.16.3 Dictionaries approved by the Braille Authority as indicated in the current editions of the various official code books.

EVALUATION [ ] *48. How adequate are the physical facilities, equipment, supplies and reference materials?*

Comments:

( ) 4.17 PROOFREADING. All books are proofread by a transcriber or proofreader certified by the Library of Congress (4.10) except when time does not permit this to be done for immediately needed educational materials.

( ) 4.17.1 After such immediately needed educational materials have served their original purpose, they are recalled for proofreading and correction if further use is to be made of them.

( ) 4.17.2 Transcribers pre-proofread their own work.

( ) 4.17.3 Whenever feasible, books in foreign languages are proofread by persons having at least a basic knowledge of the particular language.

( ) 4.17.4 Whenever feasible, specialized materials (such as science textbooks and music) are proofread against original copy by persons who are conversant with the subject matter and who are familiar with the rules of the applicable braille code (4.2).

( ) 4.17.5 Preference is given to blind proofreaders.

( ) 4.17.6 A typewritten report is made by the proofreader on every book assigned to him; a copy of the report is sent to the supervisor of transcription as well as to the transcriber.

( ) 4.17.6.1 Proofreaders' reports inform the transcriber, objectively and in detail, of the number and nature of the errors noted, and, in case of rule violations, specify and explain the particular rules involved.

( ) 4.17.7 Non-volunteer proofreaders are paid adequate compensation for their work on the basis of the number of pages proofread.

( ) 4.17.7.1 A higher rate per page is paid for specialized proofreading.

( ) 4.17.7.2 Where proofreaders are expected to recopy pages containing serious errors, extra compensation is given for pages recopied.

( ) 4.17.8 Assignments for the transcription of immediately needed educational material, for which proofreading time is not available, are limited to transcribers who have demonstrated accuracy in transcribing and ability in self-proofreading.

( ) 4.17.8.1 All transcriptions not proofread should be so designated in braille in the book itself, and so reported to the appropriate central agency (4.7.2 and 4.7.3).

( ) 4.18 CORRECTION OF ERRORS. All errors noted or marked by the proofreader are corrected.

( ) 4.18.1 In making corrections, erasures that extend beyond a single cell or result in a blank space are not permitted.

( ) 4.18.1.1 Where corrections require more extensive erasures, the page is recopied.

EVALUATION [ ] *49. How adequate are the procedures for proofreading and correction of errors to assure accurate transcriptions?*

Comments:

( ) 4.19 DUPLICATION OF COPIES. Provision is made for the duplication of a limited number of copies, either directly by the organization responsible for the original production, or through cooperative arrangements with other organizations possessing the necessary resources.

( ) 4.19.1 Copies reproduced in multicopy form by the vacuum-forming process using plastic sheets meet the standards for dot specification (4.3) and page size (4.20.1).

( ) 4.19.2 Policies and procedures encourage the return of the original copy of a hand transcribed textbook in good condition so that it may be used as a master for producing additional copies upon request.

( ) 4.19.2.1 The student borrower agrees to return the book promptly upon completion of the applicable course.

( ) 4.19.2.2 The student also agrees to return the book temporarily while it is still in use if the agency receives a request for an additional copy.

( ) 4.19.2.3 Provision is made for ultimate storage of the master copy for as long as indicated.

( ) 4.19.3 A policy is established, in writing, concerning charges, if any, to be made for providing duplicated copies.

( ) 4.19.4 An adequate number of personnel is available to meet stated production requirements for the duplication of limited numbers of copies of books.

( ) 4.19.5 The producing organization itself need not store masters and provide duplicates of educational materials (4.19.2.3) if it deposits the masters with the following central depositories which are able to furnish copies upon request.

( ) 4.19.5.1 Braille masters of textbooks on the elementary and secondary levels are deposited with the Thermoform Department, American Printing House for the Blind.[4]

( ) 4.19.5.2 Braille masters of college textbooks and professional reference works are deposited with the Braille Book Bank, National Braille Association.[5]

Supplemental Data:

Does the agency maintain its own duplicating equipment? Yes[ ] No[ ]

If yes, briefly describe the kind of equipment used.

_____

_____

If no, identify below the resource or procedure used in order that duplicated copies may be made available upon request.

_____

_____

EVALUATION [ ] *50. How adequate are the provisions for making duplicated copies?*

Comments:

( ) 4.20 PAGES. Pages conform to the following specifications:

( ) 4.20.1 The pages of hand transcribed books do not exceed 11 inches in height and 11 or 11 1/2 inches in width.

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[4]American Printing House for the Blind, Box 6085, Louisville, KY 40206.

[5]National Braille Association, 85 Godwin Avenue, Midland, NJ 07432.

( ) 4.20.1.1 The margins at the top, bottom and outside edges of the pages are at least three eighths of an inch, and at the binding edge the margin is not less than three fourths of an inch after binding.

( ) 4.20.2 The maximum number of cells per line is 41.

( ) 4.20.3 The number of lines per page is not more than 25.

( ) 4.20.4 Certain technical or specialized books may vary, when appropriate, from these standards.

( ) 4.21 PAGES PER VOLUME. The maximum number of pages for a one-side, hand transcribed volume is 90 pages.

( ) 4.22 BINDINGS. Binding adequately protects the braille embossing and keeps the pages intact while allowing them to lie flat for reading.

( ) 4.22.1 Hand transcribed volumes, particularly duplicated copies, are bound in sturdy covers.

( ) 4.22.2 Ink print, typewriter lettering or raised roman type and braille identifications are imprinted on the covers of all bindings.

EVALUATION [ ] *51. To what extent does the agency make provision to ensure that hand transcribed materials meet standards 4.20 through 4.22.2?*

Comments:

PRESS PRODUCED BRAILLE MATERIALS

Does the organization produce press-made books or other publications in braille? Yes [ ] No [ ]

If yes, the organization should complete coding of standards 4.23 through 4.31 and evaluation questions 52 through 59.

Supplemental Data:

A statistical summary of the types and quantities of reading materials produced is very helpful in providing on-site review team members with an overview of the organization's production operations.

Completion of the following table is suggested as a means for providing such information as how many titles, volumes and copies of different categories of materials are produced within a specified period.

If the organization has information about volume of production according to other classifications, modify the following table to report the data actually collected, or substitute other material which is more suited to the organization.

Press made books produced within the period

from _____ through _____

	Number of titles	Number of volumes	Number of copies
Textbooks			
Primary and elementary	_____	_____	_____
Secondary, college and graduate level	_____	_____	_____
General Literature			
Adult level	_____	_____	_____
Juvenile books	_____	_____	_____
Periodicals (identify)			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Other (specify)			
_____	_____	_____	_____
_____	_____	_____	_____

( ) 4.23 EQUIPMENT. Equipment is designed and maintained to produce high quality braille materials consistently and efficiently.

( ) 4.23.1 The equipment produces materials which conform to the standards for physical specifications for dots and spacing (4.3).

EVALUATION [ ] *52. How adequate are provisions for regular maintenance of equipment and replacement when needed?*

Comments:

( ) 4.24 PAPER. Paper used is neither so thin as to produce dots which are broken at the top, nor so thick as to cause low or uneven dots.

( ) 4.24.1 Paper for books for general use is not less than 80 pound weight.

( ) 4.24.2 Paper for manuals for the teaching of braille reading is not less than 90 pound weight and is preferably 100 pound.

( ) 4.24.3 Paper for magazines is not less than 70 pound weight, possesses a quality and tensile strength that will produce firm dots which will not be cut through the top in the printing process, and will go through the mails with a minimum of damage.

EVALUATION [ ] *53. How suitable is the paper for the purposes intended?*

Comments:

( ) 4.25 PAGES. Pages conform to the following specifications:

( ) 4.25.1 The pages of bound books of general literature and textbooks do not exceed 11 inches in height and 11 inches in width.

( ) 4.25.1.1 The margins at the top, bottom and outside edges of the page are at least three eighths of an inch, and at the binding edge, to enable the reader to get to the center of the book with ease, the margins are not less than three fourths of an inch after binding.

( ) 4.25.2 The pages of magazines do not exceed 13 1/2 inches in height and 11 inches in width.

( ) 4.25.3 There are 36 or 38 cells per line in press made books.

( ) 4.25.4 There are no more than 25 lines per page in general literature and textbooks.

( ) 4.25.5 Certain technical or specialized books may vary from these standards.

EVALUATION [ ] *54. To what extent do pages meet standards 4.25 through 4.25.5?*

Comments:

( ) 4.26 BINDINGS. Bindings adequately protect the braille embossing and permit the pages to lie sufficiently flat for reading.

( ) 4.26.1 Bindings of braille books are suited to the thickness of the volumes, to the use to which the books will be put, and to the safeguarding of the height of the braille dots.

( ) 4.26.1.1 Generally speaking, press printed books are durably bound in cloth covered board bindings, using a .90-point Davey board or Dupont 2500 imitation leather covercloth, their equivalent or better. (Linear polyethylene plastic material offers acceptable quality.)

( ) 4.26.2 Bindings for pamphlets may consist of heavy paper (preferably jute) covers, with plastic comb bindings or saddle stitching, depending on size and number of pages.

( ) 4.26.3 Bindings for magazines are the same as those for saddle stitched pamphlets, with either special heavy paper or plastic covers, or self covers.

( ) 4.26.4 Ink print (or raised roman type) and braille identifications are imprinted on the covers.

( ) 4.26.4.1 Covers of books have durable and securely affixed imprints.

( ) 4.26.4.2 Pamphlets may, in special cases, carry only braille identifications.

EVALUATION [ ] *55. How adequately are braille materials bound?*

Comments:

( ) 4.27 PAGES PER VOLUME. In general, the thickness of a braille volume is limited, because of bulk and weight, to not more than 250 pages for an interpoint press printed volume.

( ) 4.27.1 In the case of large works, such as dictionaries and encyclopedias, the maximum number of pages of interpoint is approximately 300 pages, provided such volumes are bound in heavy cloth covered board or plastic covers with metal ring binding elements riveted into the cover.

( ) 4.27.2 In general, magazine volumes do not exceed 100 interpoint pages.

EVALUATION [ ] *56. How appropriate is the size of volumes?*

Comments:

( ) 4.28 MAILING CONTAINERS. Mailing containers are of a quality to protect braille materials through the mails without damage.

( ) 4.28.1 The type of mailing container used for the circulation of braille books is generally the responsibility of the lending library or agency; the braille printer's only responsibility is the bulk shipment of books from the printing plant to the lending library or distributing agency in such fashion that books arrive in good condition.

( ) 4.28.2 Most magazines go out to the readers directly from the printer, and it is the responsibility of the printer to package them in such a manner as to protect them from damage in the mails.

( ) 4.28.3 Magazines consisting of a single volume of 100 pages or less are mailed in strong kraft envelopes.

( ) 4.28.4 Magazines consisting of two or more volumes are packaged in strong corrugated boxes of suitable size, or in suitable padded bags in which the braille materials do not shift about.

( ) 4.28.5 All addresses and return address legends on braille magazines conform to the requirements of current U.S. Postal Regulations.

EVALUATION [ ] *57. To what extent are mailing containers used which will ensure safe delivery of materials?*

Comments:

( ) 4.29 STOCK. Braille publishers of textbooks make provision to maintain sufficient stocks of these publications to enable them to make delivery on demand.

Supplemental Data:

Does the organization have a clear, written policy about maintaining stocks of textbooks? Yes [ ] No [ ]

EVALUATION [ ] *58. How adequate are the provisions for maintaining stocks of textbooks?*

Comments:

( ) 4.30 PROOFREADING. All press made books are proofread against the original copy to assure accuracy of transcription.

( ) 4.31 STEREOTYPISTS AND PROOFREADERS. Stereotypists and proofreaders employed in the production of press braille publications are certified by the Library of Congress.

EVALUATION [ ] *59. How adequate are provisions for proofreading and correction of errors?*

Comments:

Part 5

PROGRAMMING FOR IMPROVEMENT

A graphic picture of the agency's overall performance emerges when the evaluation ratings from the preceding pages are transcribed onto the Summary Table of Evaluation Ratings. A major value of gaining such a picture is that it spotlights the areas in need of strengthening and thus yields a useful guide to the planning of needed improvements.

Realistically speaking, it is rarely possible for ongoing programs to be subjected to a large number of simultaneous changes. It is, however, both possible and desirable to analyze the problems uncovered through the self-study and evaluation process, and to develop a timetable for tackling them. The process of classifying needed improvements into (1) those already under way, (2) those which can and will be undertaken in the near future and (3) those which require longer-range planning, produces a program for change which can serve as an orderly guide for action.

The three questions which follow the Summary Table are designed to assist the agency in the development of such a program. They are also designed to help the Commission on Accreditation evaluate the agency in terms of one of the Commission's governing principles:

> "If deficiencies exist, the agency is willing to remedy them, and gives evidence of being capable of effecting the needed remedies within a reasonable period of time."

It should be borne in mind that changes are not necessarily restricted to the weaker areas of service or administration. If plans for improvement are contemplated in areas which are already good or excellent, so as to make them even better, these should not be overlooked in responding to the questions.

SUMMARY TABLE OF EVALUATION RATINGS

Instructions: Transcribe the evaluation ratings from the preceding pages onto this table by placing a check mark (√) in the appropriate column.

Standards to Which Evaluation Questions Relate	EVALUATION QUESTION	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR	MISSING	NOT APPLICABLE
1. General Policies								
1.1 Selection of Materials for Transcribing and Reproduction								
1.2 Copyrights and Permissions	1							
	2							
1.3 Proofreading and Monitoring	3							
1.4 Central Reporting	4							
1.5 Duplication of Master Copies	5							
1.6 Participation by Users	6							
	7							
1.7 Volunteer Service 1.8 Library Services								
2. Large Print Materials								
General Standards								
2.1 General Policies 2.2 Books for State Textbook Commissions								
Hand Transcribing								
2.3 Type Size 2.4 Type Face 2.5 Typewriters	8							
2.6 Paper	9							
2.7 Format 2.8 Line Spacing 2.9 Line Width 2.10 Margins 2.11 Hyphenation 2.12 Illustrations and Maps	10							
2.13 Proofreading	11							
2.14 Weight of Volume 2.15 Multivolume Works 2.16 Binding	12							
2.17 Duplication of Copies	13							
2.18 Consultation	14							
2.19 Cooperation with Other Groups	15							
Photo Enlargement	16							
2.20 Type Size 2.21 Type	17							
2.22 Paper	18							
2.23 Format 2.24 Line Width 2.25 Margins 2.26 Illustrations and Maps	19							
2.27 Proofreading	20							
2.28 Weight of Volume 2.29 Multivolume Works 2.30 Binding	21							
2.31 Consultation	22							

SUMMARY TABLE OF EVALUATION RATINGS (Continued)

Standards to Which Evaluation Questions Relate	EVALUATION QUESTION	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR	MISSING	NOT APPLICABLE
Typesetting								
2.32 Type Size 2.33 Type Face	23							
2.34 Paper	24							
2.35 Format 2.36 Leading 2.37 Line Width 2.38 Margins 2.39 Hyphenation 2.40 Illustrations and Maps	25							
2.41 Proofreading	26							
2.42 Weight of Volume 2.43 Multivolume Works 2.44 Binding	27							
2.45 Consultation	28							
3. Recorded Materials								
3.1 General Policies								
3.2 Reader	29							
	30							
3.3 Proofreading	31							
3.4 Technical Standards for Master Tapes	32							
	33							
	34							
3.5 Cooperation with Other Groups	35							
	36							
3.6 Reproducing Tapes	37							
3.7 Production of Discs	38							
4. Tactile Materials								
General Standards								
4.1 General Policies								
4.2 Conformance with Braille Codes	39							
4.3 Dot Specifications and Spacing	40							
4.4 Editing	41							
4.5 Duplicating Facilities 4.6 Textbooks in Multiple Copies 4.7 Cooperation with Other Groups	42							
	43							
Hand Transcribing of Braille								
4.8 Recruitment of Transcribers 4.9 Training 4.10 Certification 4.11 Refresher Training	44							
	45							

SUMMARY TABLE OF EVALUATION RATINGS (Continued)

Standards to Which Evaluation Questions Relate	EVALUATION QUESTION	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR	MISSING	NOT APPLICABLE
4.12 Qualifications of Instructors	46							
4.13 Supervision	47							
4.14 Physical Facilities 4.15 Equipment and Supplies 4.16 Reference Materials	48							
4.17 Proofreading 4.18 Correction of Errors	49							
4.19 Duplication of Copies	50							
4.20 Pages 4.21 Pages Per Volume 4.22 Bindings	51							
Press Produced Braille Materials								
4.23 Equipment	52							
4.24 Paper	53							
4.25 Pages	54							
4.26 Bindings	55							
4.27 Pages Per Volume	56							
4.28 Mailing Containers	57							
4.29 Stock	58							
4.30 Proofreading 4.31 Stereotypists and Proofreaders	59							

1. What improvements are now under way?

2. What improvements are definitely planned for the immediate future? When are they scheduled for completion?

3. What improvements will require long-range planning to implement? When is it expected that this planning will be undertaken?

Name of Agency _____ Date _____

Completed by[1] _____

_____

_____

_____

[1]List the name and title of the chairman of this committee and those of the other persons, staff, board or other volunteers who worked on completing this section during the self-study.

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